

L. S. CARMICHAEL,  
245 CRAWFORD STREET,

THE PROPERTY OF THE SCHOOL BOARD.

# Catalogue of Books

RECOMMENDED FOR

## PUBLIC SCHOOL LIBRARIES

BY THE

EDUCATION DEPARTMENT OF ONTARIO.

*School Section No.....in the Township of.....*

*County of.....*



LP

F5012  
1902  
059c

TORONTO:

PRINTED AND PUBLISHED BY L. K. CAMERON  
Printer to the King's Most Excellent Majesty  
1902

*The EDITH and LORNE PIERCE  
COLLECTION of CANADIANA*



*Queen's University at Kingston*

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## ADDRESSES OF PUBLISHERS

Allen, W. H. & Co., London.  
Altemus, Henry, Co., Philadelphia.  
American Book Co., (A. B. Co.), New York.  
American Tract Society (A. T. Soc.), New York.  
Appleton, D. & Co., (A. & Co.), New York.  
Arnold, Edward, (E. A.), London.  
Barnes, A. S., New York.  
Bell, Geo. & Sons, London.  
Blackie & Son, London.  
Briggs, Wm., Toronto.  
Burt, A. L., New York.  
Cassell & Co., New York.  
Century Co., The, New York.  
Chambers, W. & R., London and Edinburgh.  
Copp, Clark Co. (C. C. Co.), Toronto.  
Coates, H. T. & Co. (H. T. C. Co.), Philadelphia.  
Crowell & Co. (Cr. & Co.), New York.  
Douglas, David, Edinburgh.  
Educational Publishing Co. (E. P. Co.), Boston, New York and Chicago.  
Estes & Lauriat (E. & L.), Boston.  
Flanagan, A. Co., New York.  
Harper & Bros., New York,  
Heath, D. C. & Co., (H. & Co.), Boston.  
Houghton, Mifflin & Co. (H. M. & Co.), Boston.  
Ibsester & Co., London.  
Johnson (B. F. J.), Pub. Co., Richmond, Va.  
Lee and Shepherd (L. & S.), Boston.  
Linscott Pub. Co., Toronto.  
Lippincott, J. B., Co., Philadelphia.  
Little, Brown & Co. (L. B. & Co.), Boston.  
Longmans, Greene & Co. (L. G. Co.), London and New York.  
Lothrop D. Co. (L. Co.), Boston.  
Macmillan & Co. (MacM. & Co.), London and New York.  
McClurg A. C. & Co. (McC. & Co.), Chicago.  
Morang, George N. & Co., Toronto.  
Morse Co., The, M. Co., Chicago.  
Nelson, T., & Sons, London, Edinburgh and New York.  
New England Pub. Co. (N. E. P. Co.), Boston.  
Putnam, G. P., Sons, (P. Sons), New York.  
Public School Pub. Co. (P. S. P. Co.), Bloomington, Ill.  
Rand, McNally & Co., Chicago and New York.  
Roberts Bros., Boston.  
Routledge, George & Sons, New York and London.  
Sampson, Lowe, Martson & Co., (S. M. & Co.), London.  
Scott, Walter, London.  
Scribner's, Chas., Sons (S. Sons), New York.  
Silver, Burdett & Co. (S. B. & Co.), New York and Boston.  
University Pub. Co. (U. P. Co.), New York.  
Ward, Locke & Co.  
Warne, Fred & Co., New York.  
Werner, Edgar S. Pub. Co., New York.

NOTE.—A copy of this Catalogue is forwarded by the Inspector for each School Section and should be preserved for the use of the Trustees and Teachers.

## SCHOOL LIBRARIES.

### ADVANTAGES.

"No one thing will contribute more to intelligent reading than a well selected school library".—*Horace Mann*.

"The school has no right to teach how to read without doing much more than it now does to direct to the taste and confirm the habit of reading what is good rather than what is bad."—*G. Stanley Hall*.

"It seems to me that the true object of all our labors as real teachers, if indeed, you are such,—the great end of the common school system—is something more than to teach children to read; it should, if it is to accomplish its full, also impart to them a love of reading."—*Charles Francis Adams*.

"Carlyle has said 'that the true university of these days is a collection of books'. It is an education to know how to read and what to read. The school does its best work when it develops a taste for the best literature and fosters the reading habit. Men of thought as well as men of action get their inspiration from books. A choice school library wisely used doubles the efficiency of the school."—*Baldwin*.

"Until a good library is attached as a matter of course to every one of our elementary schools, a great opportunity of refining the taste and enlarging the knowledge of the young will continue to be wasted, and the full usefulness of those institutions will remain unattained. After all, it is the main business of a primary school, and a chief part of the business of every school, to awaken a love of reading, and to give children pleasant associations with thought of books."—*Sir Joshua Fitch*.

The best educators regard a library as an essential part of the equipment of a school. A university would not presume to exist without reference works in the different departments of science and literature. Ontario high schools are required to have libraries for the use of the students. It is not creditable to have to admit that only a few of our elementary schools have made even a fair beginning in this direction. The claims of the public schools in this matter should be regarded as of even more importance than those of universities or high schools. In rural sections, especially, where pupils have very little chance to gain access to a public library, there is urgent need of a library in connection with the school. It is not to be wondered at, that children, whose reading habits receive little cultivation, should have no great love for books, or at least for those which are elevating in their tone.

If a love for good books becomes characteristic of pupils, the school may become a centre of attraction. By judicious reading the child's horizon is widened at a very early age. He is thus brought to know something of the great world in which he has to live. It is important to fill the child's mind with a love for choice literature, and so train his mind

that in after years he can discriminate between the good and the bad and reject what is worthless. If children are left to themselves, they will not choose the best reading, and will frequently prefer what is bad. If again the choice of books is left to parents, it will too often not be made at all, or it will be made unwisely. One of the most important functions of the schools is to provide every pupil with an opportunity of reading the best books. It should be the aim of the teacher to have every pupil carry away with him the reading habit as the most precious gift of the school system. Children who form a taste for good literature are reasonably safe both intellectually and morally.

### CHILDREN'S BOOKS.

"If you teach a child to economize time, and fill him with a love of good books, you ensure him an education far beyond anything he can get in the university, an education that will cease only with his life. The creation of a habit of industrious study of books that will improve the character, develop the powers, and store the mind with force and beauty, that is the great object."—*Parsons*.

This catalogue contains lists of books specially suited for children. The pupils of the school, and not the adult members of the community, are entitled to first consideration. The cultivation of the taste for good reading should begin early in life. What is read then affects all subsequent educational efforts. With a small expenditure on the part of the school section, every child may have access to literature of the best character. To direct the reading of the pupils is an important duty of the teacher; but his hands are tied unless a school library is provided. The books read should furnish knowledge that is stimulating and should be conducive to the formation of character. Too often little attention is paid to the kind of literature required for the different stages of mental development.

Before the children learn to read, much may be done to prepare the way for good literature. Love of stories is characteristic of childhood. Fairy tales embody the traditions of the childhood of the race. Notions of history, though indistinct, may be created in the mind of the child by the teacher. Elementary books, dealing with Nature Study, may be made to interest him in natural phenomena and to reveal the "fairy-land of science." Story books of a high order should be selected. Pupils should not, however, have their attention confined too much to story books. There is an abundance of books dealing with elementary science, history and geography. Biography and travel should receive much attention. It is a mistake to keep a boy ignorant of the field of nature, civil polity, or history, until he is able to enter a high school. Long before that period his enquiring mind seeks knowledge in a variety of departments of study. He should accordingly be supplied with such

books as will gratify his curiosity and sharpen his mental appetite. It is unpedagogical to confine his reading to a few subjects. It is also a mistaken idea to suppose that children should avoid solid reading.

### SUPPLEMENTARY READING.

"From the beginning of the third year at school, the pupil should be required to supplement his regular reading-book with other reading-matter of a distinctly literary kind. At the beginning of the seventh school-year the reading book may be discarded, and the pupil should henceforth read literature—prose and narrative poetry in about equal parts. Complete works should usually be studied. When extracts must be resorted to, these should be long enough to possess a unity of their own and to serve as a fair specimen of an author's style and method."—*Report of the Committee of Ten.*

In modern systems of education supplementary reading has a prominent place. To teach pupils to read is of comparatively little value, unless a taste for good literature is cultivated. The regular reading lesson cannot occupy much time on the daily programme. It should be remembered that the character of School Readers has materially changed of late years. The lesson is now not taken up to impart knowledge, but largely to teach reading and to cultivate the powers of expression and literary taste. Suitable books for supplementary reading should be furnished by the School Board as soon as a fair beginning has been made in the formation of a school library. At a small cost well prepared editions of the English classics may readily be provided. In the graded schools of some cities and towns a beginning has been made in this direction. A portion of the regular school hours may be judiciously employed by the pupils in the silent reading of choice works of literature. It is not too much to expect that by the judicious selection of books for a library and for supplementary reading, the "dime novel" will cease to be such an obstacle as heretofore in the development of character among school children. Even before books for supplementary reading have been provided, time may be assigned for reading some of the books of the school library. If the school library contains a sufficient number of suitable books, the teacher may, at any time he deems desirable, distribute such works among the pupils. This will enable him to keep children who are able to read and who might otherwise be listless interested in elementary science, biography, history or travel.

### BOOKS RECOMMENDED.

"It does not matter how many, but how good, books you have."—*Seneca.*

"There is a choice in books, as in friends, and the mind sinks or rises to the level of its habitual society."—*Lowell.*

"The choice of books would be greatly aided if the reader, in taking up a volume, would always ask himself just why he is going to read it, and of what service it is to be to him. This question, if sincerely put, and truthfully answered, is pretty sure to lead him to the great books—or at least to the books that are great for him."—Richardson.

The accompanying lists are necessarily incomplete, and additions may be expected from time to time. Many of the works recommended are by standard authors, and, with the exception of some by Canadian writers, have appeared in lists recommended by British and American educational authorities. Only the works of approved authors and the names of editions well bound and at moderate prices have been given. Bulky volumes are not desirable for children, and paper covered editions should have no place in the school library. It must be understood, however, that trustees are not limited to the particular editions or particular publishers mentioned. The lists are mainly to guide school authorities and afford a guarantee that the public money required for the purpose is wisely expended. Trustees are not prohibited from adding to the school library books not mentioned in the lists, provided that all the books for which legislative aid is claimed are selected from those recommended. The inspector should, however, be consulted.

The love of fiction becomes with many people a mental disease. Many read scarcely any other books than novels. Doubtless, imaginative literature should form the great part of a child's reading, but the proportion of fiction to be read should diminish as pupils are promoted to the higher classes. It is the abuse and not the use of fiction that is at fault. The higher kinds of fiction may add to the attractiveness of other departments of literature. Novel reading should be regulated. Too much time should not be given to fiction, and the novels read should be of a high order. The ephemeral works of fiction that are flowing in torrents from the printing press should receive little attention. It is folly to take up one's time reading many present-day novels, while the masterpieces are ignored. Trustees are free to make their own selections from the catalogue, but it will probably be wise to have *some books* chosen from *each department*. Some of the *first works* mentioned in each class will be very suitable for small libraries, and may be safely included in the earlier purchases.

#### **REGULATIONS.**

(Approved by Order-in-Council, July, 1902.)

1. The Minister of Education may prepare a catalogue of books recommended for school libraries, the list to include mainly works suitable for children, in such departments as biography, history, geography, travel, mythology and fables, elementary science, citizenship, etc.

2. Any rural school board which provides a library for the scholars shall be entitled to a share of whatever money may be appropriated for

the purpose by the Legislature, if it purchases such books as are contained in the approved list.

3. Every rural school board which establishes a library under these conditions shall be entitled to a grant, equivalent to half the amount expended, but not to exceed \$10, in any one year, and provided the appropriation made by the Legislature will warrant such payment.

4. Should the appropriation made by the Legislature not be sufficient in any year to meet the demands arising from the establishment of rural school libraries, or additions thereto, whatever sum is granted for the purpose by the Legislature will be paid pro rata.

5. The powers heretofore held by trustees to establish school libraries are not affected by these provisions; and Boards have full authority under the provisions of the statute to purchase books for the school library, and to make such selections as they may deem expedient. Any aid granted from the Legislative appropriation will, however, be based solely upon the amount expended for books given in the catalogue prepared by the Minister of Education.

6. The trustees will be required to make proper arrangements for the care of the library; and the principal of the school will be librarian and act under such instructions as may be given by the Minister of Education, the Inspector, or the trustees of the school concerned.

7. All applications for legislative aid must be made, through the Public School Inspector to the Minister of Education, by the trustees, who shall give all necessary information regarding the books purchased, together with such vouchers from the booksellers as may be required. The Inspector will make application to the Education Department on a form to be provided.

8. All applications by trustees for legislative aid must be made before the first day of July in each year and after the books have been received. Any purchases made after that date may be included in applications made the following year.

### THE INSPECTOR.

For a few years the question of establishing these libraries may wisely engage the attention of inspectors, teachers, and trustees. The Education Department counts much on the enthusiasm of inspectors in the formation of rural school libraries. The young teacher will naturally look to them for advice, and their co-operation cannot fail to give interest to the movement the Department has in view. In gauging the efficiency of teachers, the Inspector will not fail to notice their interest in the formation of libraries, their judgment in assisting the trustees to select books and the zeal they show in having the books constantly used and properly taken care of by the pupils. There accordingly will be additional opportunities for the cultivation of habits of order and cleanliness among the pupils. In his public lectures the Inspector may interest the school officials and other prominent citizens in establishing a library or in aiding the one already established. On his official visits it will be his duty to

ascertain what books are most in use, and to guide the trustees in making suitable additions to the library.

The formation of school libraries may also very properly become an important topic of discussion at Teachers' Associations. No doubt some difficulties will be met, but it is scarcely credible that any school section in the Province will refrain from making a beginning in this movement.

### THE TEACHER.

The formation of school libraries will largely rest with the teacher. It is evident that without a supply of books in the school he is seriously handicapped. Many boys and girls have a craving for knowledge, and only need a supply of books to have their desires gratified. People who have always lived in an atmosphere of good books may be slow to realize the lack of reading matter in many homes. It is the duty of the teacher to promote, so far as possible, the formation of a school library. In a few sections of the Province, enterprising teachers have already stirred up sufficient interest to have a few books procured as the nucleus of a library. It is now hoped that with the incentive of a grant from the Legislature, teachers will have sufficient influence to arouse the necessary zeal among trustees and ratepayers. The spirit of the teacher will often become the spirit of the trustees, and his section will strive to furnish him with an agency very much needed in the cultivation of reading habits among the pupils. It should not be forgotten that the teacher who inspires his pupils with a love for reading, confers an enduring benefit. No true teacher lacks the missionary spirit, and in the work of establishing school libraries there may be found an excellent field for the display of missionary zeal. The Inspector should be consulted, and Clergymen will readily co-operate. Intelligent ratepayers will appreciate the value of a teacher who becomes the founder of a school library for the section.

### SOURCES FOR OBTAINING FUNDS.

In meeting the necessary expenditure for establishing a school library, the people interested may look to several sources:

(1) GRANTS BY THE TRUSTEES. As a beginning it is not unreasonable to expect the Board to provide from its funds a grant of at least \$10, and to expend annually at least \$5, in adding to the books provided. From the interest shown in education by County Councils it may be expected grants to school libraries may be made by those bodies. Possibly opposition may be met from some ratepayers, but the arguments in favour of free libraries are too apparent to be set aside by the objections of a few. The older inhabitants will call to mind the objections raised to free education when advocated by the Rev. Dr. Ryerson forty or fifty years ago. Free school libraries may be expected to triumph, as free schools triumphed in 1871.

(2) SCHOOL ENTERTAINMENTS. Interest in education and the enthusiasm of teachers and trustees, aided by the Inspector, have already resulted in the formation of a few school libraries. Literary and musical entertainments, if a good programme is prepared, will enlist the sympathy of the parents and friends of the section, and not infrequently ten or fifteen dollars and even more may be raised in this way. Entertainments of this kind may make the school a centre of education for the people of the section, and induce those who have gone to the farm, or the shop, to continue their efforts to advance the school.

(3) CONTRIBUTIONS FROM FRIENDS. A systematic effort should be made to secure voluntary contributions. There are, persons of means in many sections who would readily assist in a matter of this kind. It is a fact also that from most of our rural schools have gone forth some persons who have settled elsewhere and become financially successful in professional pursuits, or in agricultural, commercial, or manufacturing enterprises. Many a one of these classes entertains pleasing recollections of the start in life he obtained in the "old log school-house," and would be ready to contribute towards the establishment of a school library in the section. In many places associations of "old boys" have been formed, and already the propriety of contributing something for school libraries has been discussed by such associations. If the teacher, trustees, or other residents of the section enquire as to what persons of wealth or prominence were formerly enrolled in the school, a movement in the direction indicated will soon gather strength.

(4) THE LEGISLATIVE GRANT. The amount of government money to be paid to school libraries will depend upon the liberality of the Legislature, and it may be assumed that the Legislature will aid libraries if the public desire. When the needs of the children are fairly met, the school library may grow to serve the purposes of a public library for the section, and thus become one conducted without expenditure for a building or for the salary of a librarian.

#### **PURCHASING BOOKS.**

The prices of the books in the lists recommended are those obtained from the publishers' catalogues, but these prices are not guaranteed by the Department. In most cases, however, the books can be obtained at a very large discount on the prices given. Publishers and booksellers will readily give information. The books may be bought in different ways.

1. Application may be made directly to the publishers for the prices of the books selected. (See addresses of publishers on page 2.) In some instances this may be the preferable plan, but generally it is not the most convenient one.

2. The books may be purchased through Canadian wholesale dealers. If the works are kept in stock, as they may be eventually by large book-

sellers, this course may be readily followed. Such dealers might be asked to quote prices.

3. Generally the most convenient plan will be to ask a local dealer, to furnish the books required. As a rule he will be found willing to supply them at a discount on the ordinary retail price. By this way the trustees will have little trouble, and ordinarily the local dealer may be relied upon to meet as far as possible, the wishes of the trustees.

Trustees are cautioned not to buy books from agents who may offer full sets of books at a "Bargain." As a rule an entire set, even of standard authors, is not desirable for public school pupils. A full set of some standard author, at two or three dollars would not be so serviceable to children as the same amount expended for half a dozen suitable books given in the catalogue. Very often choice editions, of such standard books as are there mentioned may be obtained at a low price at the general stores. If the purchaser has proper judgment, advantage of such opportunities may be wisely taken. It will be a mistake, however, to purchase books of standard literature, even at a very low price, unless they are printed on good paper and well bound. Children should be provided with attractive books, and to fill the library with any other kind will not help the cultivation of good taste.

To save enquiries, it should be understood that the trustees should make their own purchases. The Department supplies no books and cannot undertake to discriminate in favor of any class of dealers.

#### APPLICATION FOR AID.

When books are purchased for the library, application should be made in May or June through the Inspector for the grant to which the Board is entitled. The received bills for examination should be forwarded to the Inspector who should compare the lists submitted with the catalogue and make the required application to the Department not later than the first of August. When the Inspector visits the school he should examine the books in the library and see if a proper catalogue of them is kept, and if proper entries are made of the books borrowed from time to time with names of the borrowers, etc.

The aid appropriated by the legislature is confined to rural schools. Public Libraries in urban municipalities receive considerable assistance from the government, and should have also in view the needs of the pupils of the schools. It will be better, however, to have school libraries established also in cities, towns and incorporated villages, and for such libraries this catalogue will be found of service.

### FORM OF APPLICATION FROM TRUSTEES.

DEAR SIR,—The undersigned Trustees of School Section No..... in the Township of ....., County of ....., hereby certify that they have purchased ..... books, at a cost of \$..... and have placed them in the library of the school, to be used as provided by the regulations of the Education Department.

Of the books purchased ..... have been selected from the list furnished by the Minister of Education, and for which \$..... have been paid by the School Board. Vouchers from the booksellers, showing the prices paid by the trustees are herewith submitted.

..... *Sec.-Treas.*

*To.....*

*Public School Inspector.*

*P.O., Ont.*

### FORM OF APPLICATION FROM INSPECTOR.

DEAR SIR,—The undersigned begs leave to make application to the Education Department for the share of the Legislative appropriation made for rural school libraries. The applications of the trustees, with vouchers, have been carefully examined, and the school boards of the sections mentioned are entitled to the amounts herein designated :

School Section.	Township.	Amount expended for books recommended.	Amount of Legislative aid claimed.

Yours truly,

*Public School Inspector.*

TO THE DEPUTY MINISTER OF EDUCATION,  
Education Department,  
Toronto.

### CARE OF BOOKS.

The school library is the property of the section, and the trustees should make any necessary provision for the due care of the books. Possibly the cheapest plan, if the library is small, will be to have a close cupboard, provided with a lock. It will be better, however, to have a

more suitable book case, one that may be a becoming article of furniture for the school room. It should be recollect, moreover, that the books are not intended simply for sightseers, like articles in a museum, but they are to be put constantly to use. It is desirable that the books should be "sent around to do good," and the more constant the circulation of the books the better will the interests of the children be served. If the library is small the books should nearly all be out. The pupils should be cautioned against injuring the books in any way, and suggestions may properly be given for having them kept clean and dry and free from dust. The books should be labelled and no marks should be made in them by the pupils, and it would not be out of place to cover them with paper when taken from the library. If the library is large, it may be well for the teacher to get some of the older pupils to assist him in this part of his duties. The interest taken in the library may form a fair index to the character of the school. Before the vacation, and especially when the teacher is leaving the section, it may be desirable to return all books. The key of the book-case, the catalogue, and the record book, should then be left with the secretary of the Trustee Board.

## LIBRARY LIST.

### I. MYTH, FAIRY TALE, AND FABLE.

(See page 2 for addresses of publishers.)

A child's first reading should consist largely of fairy tales and fables. Many of the books given below have become classics, and a generous supply should be provided for the junior classes. Some of these stories may, with advantage, be read by the teacher to the pupils who are not yet able to read. Before children have reached the fourth class they should be given an opportunity to read much of this kind of literature.

AUTHOR.	TITLE.	PUBLISHERS.	PRICE.
GRIMM . . . . .	Stories from the Arabian Nights . . . . .	H. M. & Co.	\$0 40
GRIMM . . . . .	Fairy Tales, illustrated . . . . .	E. P. Co. . . . .	50
ANDERSEN . . . . .	Fairy Tales . . . . .	H. M. & Co . . . . .	40
PRATT . . . . .	Æsop's Fables (large type edit.) . . . . .	E. P. Co. . . . .	40
KINGSLEY . . . . .	Water Babies . . . . .	G. & Co. . . . .	50
GREENE . . . . .	Legends of King Arthur and his Court . . . . .	G. & Co. . . . .	50
CARROLL . . . . .	Alice's Adventure in Wonderland . . . . .	E. P. Co. . . . .	50
" . . . . .	Through a Looking Glass . . . . .	E. P. Co. . . . .	50
GRIMM . . . . .	German Household Tales (R.S.L.) . . . . .	H. M. & Co . . . . .	50
BURT . . . . .	Don Quixote . . . . .	S. Sons . . . . .	50
PEABODY . . . . .	Old Greek Folk Stories . . . . .	H. M. & Co . . . . .	25
SCUDDER . . . . .	Fables and Folk Stories . . . . .	" . . . . .	40
" . . . . .	Book of Legends . . . . .	" . . . . .	25
PRATT . . . . .	Legends of the Red Children . . . . .	W. Co. . . . .	30
STOCKTON . . . . .	Fanciful Tales . . . . .	S. Sons . . . . .	50
BALDWIN . . . . .	Fairy Stories and Fable . . . . .	A. B. Co. . . . .	45

AUTHOR.	TITLE.	PUBLISHER.	PRICE.
BALDWIN	Old Greek Stories.	A. B. Co.	\$0 .45
TANNER	Legends from the Red Man's Forest	Flanagan	.30
CHURCH	Stories of the Old World.	G. & Co.	.50
STICKNEY	Æsop's Fables	"	.50
PRATT	Story of King Arthur	E. P. Co.	.40
WILTSE	Stories for Kindergartens and Primary Schools	G. & Co.	.75
"	A Brave Baby and Other Stories.	"	.50
THOMPSON	Fables and Rhymes for Beginners	"	.24
KINGSLEY	Greek Heroes.	"	.50
JUDD	Wigwam Stories	"	.75
RUSKIN	King of the Golden River	"	.25
HALE	Arabian Nights.	"	.45
BURT	Herakles, The Hero of Thebes.	S. Sons	.50
"	Odysseus, The Hero of Ithaca	"	.50
HOLBROOK	Around the World in Myth and Song	A. B. Co.	.60
CORBETT	The Children's Story Book	Flanagan	.50
ZITKALA-SA	Old Indian Legends.	G. & Co.	
PORTER	Stars in Song and Legend	G. & Co.	.50
STRONG	All the Year Round Series (Spring, Autumn, Winter)	"	.30 ea.
LANG	The Princess on the Glass Hill, etc.	L. G. & Co.	1s. 6d.
"	Whittington, etc.	"	1s. 6d.
"	Prince Darling, etc.	"	.28.
"	Little Red Riding Hood, etc.	"	1s.
"	Jack the Giant Killer, etc.	"	1s.
"	Cindrella, etc.	"	1s.
"	The Sleeping Beauty	"	1s.
PRATT	Legends of Norseland	E. P. Co.	.60
"	Stories from Old Germany	"	.60
"	Myths of Old Greece, Volume I	"	.40
	" II	"	.60
	" III	"	.60
BROOKS	Stories of the Red Children.		.40
BOOHER	Hiawatha, the Indian		.40
BECKWITH	In Mythland	E. P. Co.	.35
"	" Volume II	"	.35
HOYT	Legends of the Springtime	"	.40
SINGLETON	Stories from the Arabian Nights	A. B. Co.	.65
KUPFER	Stories of Long Ago	H. & Co.	.75
HAWTHORNE	Wonder-book	"	.40
FIRTH	Stories of Old Greece	"	.75
GRIFFIS	Ayrton's Child Life in Japan and Japanese Child Stories	"	.20
DOLE	Ingelow's Three Fairy Stories	"	.20
TRENT	Lamb's, The Adventures of Ulysses	"	.25
WARD	Muloch's The Little Lame Prince	"	.30
O'SHEA	Old World Wonder Stories	"	.20
WELSH	Perrault's Tales of Mother Goose	"	.20
O'SHEA	Six Nursery Classics	"	.20
HALE	Tales from the Travels of Baron Munchausen	"	.20

AUTHOR.	TITLE.	PUBLISHER.	PRICE.
HALE . . . . .	Thackeray's The Rose and the Ring . . . . .	H. & Co. . . . .	\$0 25
" . . . . .	Trimmer's the History of the Robins . . . . .	" . . . . .	20
HUSTED . . . . .	Stories of Indian Chiefs . . . . .	P. S. P. Co. . . . .	50
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## 5. BIOGRAPHY.

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AUTHOR.	TITLE.	PUBLISHER.	PRICE.
REDDALL . . . . .	Bright Boys; or Climbing the Ladder to Fame . . . . .	G. & Co . .	\$0 .75
BOLTON . . . . .	Poor Boys Who Became Famous . . . . .	Cr. & Co . .	1 .50
" . . . . .	Girls Who Became Famous . . . . .	" . . . . .	1 .50
" . . . . .	Famous Men of Science . . . . .	" . . . . .	1 .50
" . . . . .	Famous American Statesmen . . . . .	" . . . . .	1 .50
" . . . . .	Famous English Statesmen . . . . .	" . . . . .	1 .50
" . . . . .	Stories from Life . . . . .	" . . . . .	1 .25
KEYSOR . . . . .	Great Artists, 5 vols. . . . .	E. P. Co. ea. .	.50
CRAVENS . . . . .	The Story of Lincoln . . . . .	P. S. P. Co. .	.35
MONTGOMERY . . . . .	Franklin's Autobiography . . . . .	G. & Co. . .	.40
PLUTARCH'S . . . . .	Lives . . . . .	" . . . . .	.45
PRATT . . . . .	Lincoln in Story . . . . .	A. & Co. . .	.75
TOWLE . . . . .	Beaconsfield . . . . .	" . . . . .	.50
JONES . . . . .	Gladstone . . . . .	" . . . . .	.50
" . . . . .	Macaulay . . . . .	" . . . . .	.50
" . . . . .	Dickens . . . . .	" . . . . .	.50
BRADLEY . . . . .	General Wolfe . . . . .	MacM. & Co. .	.75
SOUTHEY . . . . .	Nelson . . . . .	Routledge . .	2s.
WILSON . . . . .	Clive . . . . .	MacM. & Co. .	.75
FORBES . . . . .	Havelock . . . . .	" . . . . .	.75
HOOPER . . . . .	Wellington . . . . .	" . . . . .	.75
HARRISON . . . . .	Cromwell . . . . .	" . . . . .	.75
THURSFIELD . . . . .	Peel . . . . .	" . . . . .	.75
ROSEBURY . . . . .	Pitt . . . . .	" . . . . .	.75
RUSSELL . . . . .	Gladstone . . . . .	S. M. & Co. .	1 .00
FROUDE . . . . .	Beaconsfield . . . . .	" . . . . .	1 .00
REID . . . . .	Palmerston . . . . .	" . . . . .	1 .00
" . . . . .	Russell . . . . .	" . . . . .	1 .00
ABBOTT . . . . .	Alfred the Great . . . . .	Altemus . . .	.50
" . . . . .	Julius Cæsar . . . . .	" . . . . .	.50
ADAMS . . . . .	Noble Women . . . . .	Nelson . .	2s. 6d.
" . . . . .	Noble Lives . . . . .	" . . . . .	2s. 6d.
JOHNSON . . . . .	Living to Purpose . . . . .	" . . . . .	2s. 6d.
" . . . . .	Living in Earnest . . . . .	" . . . . .	2s. 6d.

## 6. CITIZENSHIP.

All pupils of our Public Schools should understand the institutions of Canada, and be taught their duties as citizens. Patriotism should receive due attention, and the formation of correct habits should be constantly kept in view. It will be very desirable to have placed in the Library at least the first six of the books recommended.

AUTHOR.	TITLE.	PUBLISHER.	PRICE.
MILLAR . . . . .	Canadian Citizenship . . . . .	Briggs . .	\$0 .60
MARKWICK & SMITH . . . . .	The True Citizen . . . . .	A. B. Co. . .	.60
PARROTT . . . . .	The Life and Duties of the Citizen . .	Allen . . .	1s
" . . . . .	The Waterloo Citizen Reader . . . . .	" . . . . .	1s 6d
BOURINOT . . . . .	How Canada is Governed . . . . .	C.C. & Co. .	1 .00
ARNOLD-FORSTER . . . . .	The Citizen Reader . . . . .	Cassell . . .	1s
BREWER . . . . .	American Citizenship . . . . .	S. Sons . . .	.60

AUTHOR.	TITLE.	PUBLISHER.	PRICE.
COMEGRYS . . . . .	A Primer of Ethics . . . . .	G. & Co . . .	\$0 40
EVERETT . . . . .	Ethics for Young People . . . . .	" . . . . .	50
MILLER . . . . .	Studies in Ethics . . . . .	The Bryant Press . . . . .	50
THAYER . . . . .	The Ethics of Success . . . . .	S. B. & Co. . . . .	48
DOLE . . . . .	The Young Citizen . . . . .	H. & Co . . . . .	45
" . . . . .	The American Citizen . . . . .	" . . . . .	80
HALE . . . . .	The Man Without a Country . . . . .	L.B. & Co . . . . .	50
DEWEY . . . . .	Lessons on Manners . . . . .	H. & N. . . . .	75
" . . . . .	" Morals . . . . .	" . . . . .	75
O'HARA . . . . .	Snap Shots from Boy Life . . . . .	Briggs . . . . .	75
SMILES . . . . .	Self-help . . . . .	Lippincott . . . . .	50
ARNOLD-FORSTER . . . . .	The Laws of Every-day Life . . . . .	Cassell . . . . .	1s
WOOD . . . . .	A Primer of Political Economy . . . . .	C.C. Co. . . . .	50
FORMAN . . . . .	First Lessons in Civics . . . . .	A. B. Co. . . . .	60

## 7. STORIES, FICTION AND PROSE LITERATURE.

Any method of education which does not provide children with story books is seriously defective. Literature which has such a marked influence upon the training of the young should be selected with the greatest care. Choice fiction should be provided and works that have become classics should be sought. The following list contains many books which every child should read.

AUTHOR.	TITLE.	PUBLISHER.	PRICE.
BUNYAN . . . . .	Pilgrim's Progress . . . . .	H.M. & Co. . . . .	40
DEFOE . . . . .	Robinson Crusoe . . . . .	U. P. Co. . . . .	20
WYSS . . . . .	Swiss Family Robinson . . . . .	" . . . . .	20
SEWELL . . . . .	Black Beauty . . . . .	E. P. Co. . . . .	25
GOLDSMITH . . . . .	Vicar of Wakefield . . . . .	U. P. Co. . . . .	30
ST. PIERRE . . . . .	Paul and Virginia . . . . .	H.M. & Co. . . . .	40
STOWE . . . . .	Uncle Tom's Cabin . . . . .	" . . . . .	50
BURNETT . . . . .	Little Lord Fauntelroy . . . . .	Various editions . . . . .	
ALCOTT . . . . .	Little Women . . . . .	Routledge . . . . .	1s. 6d.
" . . . . .	" Men . . . . .	" . . . . .	1s. 6d.
SAUNDERS . . . . .	Beautiful Joe . . . . .	Barnes . . . . .	25
DICKENS . . . . .	Children's Stories from Dickens . . . . .	E. P. Co. . . . .	50
" . . . . .	Little Nell (From Old Curiosity Shop) . . . . .	" . . . . .	50
" . . . . .	Paul Dombey (From Dombey & Son) . . . . .	" . . . . .	50
" . . . . .	Christmas Stories . . . . .	U. P. Co. . . . .	20
" . . . . .	Story of Oliver Twist . . . . .	A. & Co. . . . .	54
" . . . . .	David Copperfield's Childhood . . . . .	U. P. Co. . . . .	30
" . . . . .	Christmas Carol . . . . .	E. P. Co. . . . .	25
" . . . . .	Cricket on the Hearth . . . . .	" . . . . .	25
WALLACE . . . . .	Ben Hur . . . . .	Various editions . . . . .	
STEVENSON . . . . .	Treasure Island . . . . .	Rand . . . . .	60
SWIFT . . . . .	Gulliver's Travels . . . . .	U. P. Co. . . . .	20
HAWTHORNE . . . . .	Twice-Told Tales . . . . .	" . . . . .	20
" . . . . .	Little Daffydowndilly, etc . . . . .	H. M. & Co. . . . .	80
" . . . . .	House of the Seven Gables . . . . .	" . . . . .	60
" . . . . .	Snow Image . . . . .	U. P. Co. . . . .	20
" . . . . .	Tanglewood Tales . . . . .	E. P. Co. . . . .	40

AUTHOR.	TITLE.	PUBLISHER.	PRICE.
HAWTHORNE	Wonder-Book . . . . .	E. P. Co.	\$0 40
SCOTT	Ivanhoe . . . . .	U. P. Co.	30
"	Kenilworth . . . . .	" . . .	30
"	Tales of a Grandfather . . . . .	" . . .	20
PHILLIPS-WOOLEY	Snap . . . . .	L.G.&Co.	1s.6d.
SCOTT	The Talisman . . . . .	MacM. Co.	40
"	Woodstock . . . . .	" . . .	40
GEORGE ELIOT	Silas Marner . . . . .	U. P. Co.	30
"	Romola . . . . .	H. & Co.	25
WIGGIN	Bird's Christmas Carol . . . . .	H. M. & Co.	40
"	The Story Hour . . . . .	" . . .	80
"	Polly Oliver's Problem . . . . .	" . . .	1 00
BLACKMORE	Lorna Doone . . . . .	Burt . . . .	62
HENTY	Young Buglers. Various editions . . . . .		
COOPER	The Pathfinder (Alpine edition) . . . . .	H. & Co.	25
"	The Last of the Mohicans . . . . .	H. M. & Co.	60
"	The Pilot . . . . .	U. P. Co.	30
IRVING	Sketch Book . . . . .	" . . .	20
"	Knickerbocker Stories . . . . .	" . . .	20
"	Tales of a Traveller . . . . .	A. B. Co.	50
HENTY	With Wolfe in Canada (various editions) . . . . .		
"	In Freedom's Cause . . . . .	" . . .	"
"	With Clive in India . . . . .	" . . .	"
LAMB	Tales from Shakespeare . . . . .	G. & Co.	50
PRATT	Stories from Shakespeare (3 vols.) . . . . .	E. P. Co. ea.	50
WETHERELL	Ellen Montgomery's Book Shelf . . . . .	Warne . . . . .	2s
LEE	George Eliot Reader . . . . .	Morang . . . .	50
PORTER	The Scottish Chiefs . . . . .	G. & Co.	60
LANG	The Animal Story Book Reader . . . . .	L.G.&Co 1s. 6d.	
SAVIGNY	Lion the Mastiff . . . . .	Briggs . . . .	50
CHASE & CLOW	Stories of Industry (2 vols.) . . . . .	E. P. Co. ea.	60
JOHONNOT	Stories of Heroic Deeds . . . . .	A. B. Co.	30
HENTY	Tales from . . . . .	E. P. Co.	50
HARRIS	Uncle Remus . . . . .	H. M. & Co.	20
ALDRICH	Story of a Bad Boy . . . . .	" . . .	70
KINGSLEY	At Last . . . . .	MacM. Co. 1s. 6d.	
CONAN DOYLE	Micah Clarke . . . . .	L.G.&Co. 1s. 6d.	
MARTINEAU	Peasant and Prince . . . . .	U. P. Co.	30
VERNE	Round the World in Eighty Days . . . . .	" . . .	30
BROWN	Rab and His Friends . . . . .	E. P. Co.	25
RUSKIN	King of the Golden River . . . . .	G. & Co.	25
"	Queen of the Air . . . . .	Cr. & Co.	50
"	Ethics of the Dust . . . . .	" . . .	50
HOLMES	Autocrat of the Breakfast Table . . . . .	H. M. & Co.	50
WARNER	Being a Boy . . . . .	" . . .	60
HUGHES	Tom Brown's School Days . . . . .	" . . .	60
BAKER	The Sir Roger de Coverley Paper . . . . .	A. & Co.	30
SMITH	A Lover in Homespun . . . . .	Briggs . . . .	50
TRAILL	Cot and Cradle Stories . . . . .	" . . .	1 00
ADDISON	Selections from the Spectators . . . . .	E. P. Co.	50
DEWEY	Ethics: Stories for Home and School . . . . .	" . . .	60
NORTHEND	Choice Selections for Memorization . . . . .	" . . .	50

AUTHOR.	TITLE.	PUBLISHER.	PRICE.
LANE .....	Stories for Children .....	A. B. Co. ....	\$0 25
CHURCH .....	Stories of the Iliad .....	MacM. Co. ....	50
" .....	Stories of the Odyssey .....	" ....	50
" .....	Stories from Virgil .....	Cr. & Co. ....	60
BLAISDELL .....	Child Life in Literature .....	MacM. Co. ....	40
FOULKE .....	Twilight Stories .....	S. B. & Co. ....	36
MULOCK .....	Little Lame Prince .....	H. & Co. ....	30
POE .....	Tales .....	Cr. " ..	50
PARKMAN .....	Oregon Trail .....	" ..	50
EGGLESTON .....	Hoosier School-Boy .....	S. Sons. ....	60
REGAL .....	Lessons for Little Readers .....	H. & Co. ....	30
ALGER .....	A Primer of Work and Play .....	" ..	30
GRIEL .....	Glimpses of Nature for Little Folks .....	" ..	30
O'SHEA .....	Browne's The Wonderful Chair and the Tales It Told .....	" ..	30
TRENT .....	Hammerton's Chapters on Animals, Dogs, Cats and Horses .....	" ..	25
	Stories from Waverley .....	MacM. Co. ....	50
	" History of Rome .....	" ..	50
SIDNEY .....	Five Little Peppers .....	L. Co. ....	1 25
" .....	Making His Way .....	" ..	2s. 6d.
HANSON .....	Siege of Troy and Wanderings of Ulysses .....	" ..	3s. 6d.
	Wanderings of Aeneas and Founding of Rome .....	" ..	3s. 6d.
" .....	Stories of the Days of King Arthur .....	" ..	3s. 6d.
SEYMORE .....	Chaucer's Stories Simply Told .....	" ..	3s. 6d.
WRIGHT .....	Stories of English Literature .....	" ..	2s. 6d.
TRAILL .....	In the Forest .....	" ..	2s.
" .....	Lost in the Backwoods .....	" ..	2s. 6d.
BOUVET .....	Sweet William .....	" ..	1s. 6d.
WETHERELL .....	The Wide, Wide World .....	Warne. ....	2s.
" .....	Queechy .....	" ..	2s.
	The Seven Wonders of the World .....	Routledge. ....	2s. 6d.
	The Modern Seven Wonders of the World .....	" ..	2s. 6d.
	Great Cities of the Ancient World .....	" ..	2s. 6d.
	Boy's Own Treasury of Sports and Pastimes .....	" ..	2s. 6d.
CARLETON .....	Tales and Stories of the Irish Peas- antry .....	" ..	2s. 6d.
CUMMINS .....	The Lamplighter .....	" ..	1s.
AGUILAR .....	In the Days of Bruce .....	" ..	2s.
" .....	Home Influence .....	" ..	2s.
ALDRICH .....	Story of a Bad Boy .....	H.M.&Co. ....	75
BURNETT .....	Little Saint Elizabeth .....	S. Sons. ....	1 50
" .....	Two Little Pilgrims' Progress .....	" ..	1 50
MACLAREN .....	Beside the Bonnie Briar Bush .....	Hurst ....	30
SCUDDER .....	The Children's Book .....	H.M.&Co. ....	2 50
STOWE .....	Queer Little People .....	" ..	1 25
HALE .....	Boys' Heroes .....	Ward, Locke. ....	1 00
AMBROSI .....	Italian Children .....	" ..	75

AUTHOR.	TITLE.	PUBLISHER.	PRICE.
LEE .....	When I was a Boy in China .....	Ward, Locke.	\$0 60
" .....	The Children's Wonder Book .....	"	1 25
WILKINS .....	The Pot of Gold .....	"	1 50
POULSSON .....	Child Stories and Rhymes .....	"	1 25
OXLEY .....	Archie of Athabasca .....	L. Co .	1 25
MCMURRAY .....	Classic Stories for Little Ones .....	P.S.P. Co .	35
BOYLE .....	Calendar Stories .....	Flanagan .	30
HOWLISTON .....	Cat Tales and other Tales .....	" ..	40
OPTIC .....	Now or Never .....	Hurst ..	30
" .....	The Boat Club .....	" ..	30
" .....	All Aboard .....	" ..	30
DODGE .....	A New Baby World .....	Century .	1 50
" .....	The Land of Pluck .....	" ..	1 50
ALLEN .....	Across Asia on a Bicycle .....	" ..	1 50
KIPLING .....	Captains Courageous .....	" ..	1 50
HOYT .....	Legends of the Spring Time .....	E.P. Co .	40
" .....	Children of the World .....	" ..	1 00
MULHOLLAND .....	Four Little Mischiefs .....	Blackie .	2s.
" .....	Naughty Miss Bunny .....	" ..	2s.
JOHNSON .....	Rasselas .....	G. & Co .	30
HUGO .....	Les Miserables .....	Burt ..	50
STEVENSON .....	Kidnapped .....	Altemus ..	40
HALE .....	Stories of Invention .....	L.B. & Co .	1 00
" .....	Discovery .....	" ..	1 00
INGELOW .....	Mopsa the Fairy .....	" ..	1 25
JACKSON .....	Bits of Talk .....	" ..	1 25
MOULTON .....	Bed-Time Stories .....	" ..	1 25
" .....	Twilight Stories .....	" ..	1 25
LARCOMB .....	A New England Girlhood .....	H.M. & Co .	75
THAXTER .....	Stories and Poems for Children .....	" ..	75
SEWELL .....	The Strike at Shane's .....	Flanagan ..	50
HUGHES .....	Tom Brown at Oxford .....	Burt ..	20
DICKENS .....	Nicholas Nickleby .....	Rand ..	50
FIELD .....	A Little Book of Profitable Tales .....	S. Sons ..	1 25

## 8. READERS.

The School Library should contain several sets of Readers. Many of these Readers are especially valuable on account of the choice poetry they contain. The trustees will make no mistake in including a number of the following sets in the books purchased :

AUTHOR.	TITLE.	PUBLISHER.	PRICE.
.....	King Alfred Readers :		
	Book I .....	E. A .	10d
"	II .....	"	1s 0d
"	III .....	"	1s 2d
"	IV .....	"	1s 4d
"	V .....	"	1s 6d
"	VI .....	"	1s 6d
"	VII .....	"	1s 6d

AUTHOR.	TITLE.	PUBLISHER.	PRICE.
SARAH LOUISE ARNOLD	Stepping Stones to Literature :		
	A First Reader.....	S. B. & Co.	\$0 .30
	A Second Reader .....	"	.40
	A Third Reader.....	"	.50
	A Fourth Reader.....	"	.60
	A Reader for Fifth Grades .....	"	.60
	A Reader for Sixth Grades.....	"	.60
	A Reader for Seventh Grades .....	"	.60
	A Reader for Higher Grades .....	"	.60
LONGMAN'S	'Ship' Literary Readers :		
	Book I.....	L. G. & Co.	.9d
	" II .....	"	10d
	" III .....	"	1s
	" IV .....	"	1s 4d
	" V .....	"	1s 6d
	" VI .....	"	1s 6d
	Advanced Reader.....	"	2s
NORTON	The Heart of Oak Books :		
	Book I .....	H. & Co ...	.25
	" II .....	"	.35
	" III .....	"	.45
	" IV .....	"	.50
	" V .....	"	.55
	" VI .....	"	.60
BALDWIN	School Reading by Grades :		
	V. 1 .....	A. B. Co ...	.25
	" 2 .....	"	.35
	" 3 .....	"	.40
	" 4 .....	"	.40
	" 5 .....	"	.40
	" 6 .....	"	.45
	" 7 .....	"	.50
	" 8 .....	"	.55
CANADIAN READERS.—	20th Century Edition :		
	A First Primer .....	Gage.....	.15
	A Second Primer .....	"	.15
	Primer, Complete .....	"	.30
	First Reader .....	"	.35
	Second Reader .....	"	.35
	Third Reader .....	"	.40
	Fourth Reader .....	"	.50
	Fifth Reader .....	"	.60
VICTORIAN READERS :			
	First Book. Part I .....	"	.10
	" " Part II .....	"	.15
	Second Book .....	"	.25
	Third Book .....	"	.35
	Fourth Book .....	"	.50
	Fifth Reader .....	"	.60

AUTHOR.	TITLE.	PUBLISHER.	PRICE.
MACMILLAN'S NEW LITERARY READERS:			
	Reader I .....	MacM. Co..	8d
	" II .....	"	10d
	" III .....	"	1s
	" IV .....	"	1s 3d
	" V .....	"	1s 6d
	" VI .....	"	1s 6d

## CHILD'S LIFE READERS:

A First Reader .....	"	25
A Second Reader .....	"	35
A Third Reader .....	"	35
A Fourth Reader .....	"	40
A Fifth Reader .....	"	45

## 9. POETRY.

The reading of Poetry should be encouraged, and especially in the more advanced classes, for its refining influences. Several suitable editions are given in this list, but it is to be understood that there are various editions of the same poems, and the trustees are not confined in their choice to any special edition: Several of the Canadian publishers have issued for High School purposes many annotated texts of these poems, which will suit the fifth form classes. If the pupils are almost all below the fifth form not many works in poetry should be purchased. Some of the first on the list are suitable for young children.

AUTHOR.	TITLE.	PUBLISHER.	PRICE.
STEVENSON .....	Child's Garden of Verses .....	S. Sons ..	\$0 50
LANG .....	The Blue Poetry Book .....	L. G. & Co.	60
PETERSON .....	Junior School Poetry Book .....	"	1s
PALGRAVE .....	Children's Treasury .....	C. C. & Co.	50
BURT .....	The Eugene Field Book .....	S. Sons ..	50
FIELD .....	Love Songs of Childhood .....	" ..	75
TENNYSON .....	Enoch Arden and other Poems .....	U. P. Co. ..	20
LONGFELLOW .....	Evangeline .....		20
" .....	Courtship of Miles Standish .....	H. M. & Co.	25
" .....	Song of Hiawatha (notes and vocabulary) .....	"	40
" .....	Tales of Wayside Inn .....	"	50
TENNYSON .....	Idylls of the King .....	H. M. & Co.	1 00
GOLDSMITH .....	Gray, Burns .....	U. P. Co. ..	20
" .....	The Deserted Village (biographical sketch) .....	H. M. & Co.	25
SCOTT .....	Lay of the Last Minstrel .....	U. P. Co. ..	20
" .....	Lady of the Lake .....	" ..	30
SCOTT, F. G. ....	My Lattice and other Poems .....	Briggs ..	75
	Poems of Knightly Adventure .....	U. P. Co. ..	30
SMITH .....	Mabel Gray and other Poems .....	Briggs ..	1 00
ROBERTS .....	Songs of the Common Day .....	" ..	1 25
COWPER .....	The Task .....	Various editions	

AUTHOR.	TITLE.	PUBLISHER.	PRICE.
WETHERELL . . . . .	Later Canadian Poems . . . . .	C. C. Co. . . . .	\$0 30
" . . . . .	Later American Poems . . . . .	" . . . . .	35
ALEXANDER . . . . .	Anthology . . . . .	" . . . . .	50
SCOTT . . . . .	Marmion . . . . .	G. & Co. . . . .	50
RAND . . . . .	A Treasury of Canadian Verse . . . . .	Briggs . . . . .	1 25
CAMPBELL, W. W. . . . .	The Dread Voyage and other Poems . . . . .	" . . . . .	1 00
BURNS . . . . .	Selections by Dow . . . . .	G. & Co. . . . .	1 10
COLERIDGE . . . . .	The Ancient Mariner . . . . .	" . . . . .	20
MONTGOMERY . . . . .	Heroic Ballads . . . . .	" . . . . .	50
PENNIMAN . . . . .	The School Poetry Book . . . . .	H. & Co. . . . .	30
EDGAR . . . . .	This Canada of Ours . . . . .	Briggs . . . . .	50
THATCHER . . . . .	Listening Child (selections of English verse) . . . . .	McM. & Co. . . . .	50
WOODS . . . . .	A First Poetry Book . . . . .	" . . . . .	2s
Shakespeare . . . . .	Julius Caesar . . . . .	H. M. & Co. . . . .	25
" . . . . .	As You Like-it . . . . .	" . . . . .	25
" . . . . .	Merchant of Venice . . . . .	" . . . . .	25
MACAULAY . . . . .	Lays of Ancient Rome . . . . .	" . . . . .	25
BROWNING . . . . .	Pied Piper of Hamelin . . . . .	" . . . . .	40
WHITTIER . . . . .	Snow Bound and other Poems (biographical sketch and notes) . . . . .	" . . . . .	25
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### 10. GUIDES TO READING.

In assigning the books of the library to the pupils, their ages and attainments should be kept in view. A few of the following works (the first three especially) will be found serviceable as guides in this connection:

AUTHOR.	TITLE.	PUBLISHER.	PRICE.
MILLAR .....	Books; A Guide to Good Reading ..	Briggs .....	\$0 .50
PARSONS .....	The World's Best Books .....	L. B. & Co. ....	1 .25
BURT .....	Literary Landmarks (Guide to Good Reading .....	H. M. & Co. ....	.75
BALDWIN.....	The Book Lover (Guide to Good Reading) .....	McC. & Co. ....	1 .00
PLUMMER.....	Hints to Small Libraries .....	Lane .....	.50
Graded Catalogue of the Carnegie Library of Pittsburg for the Public Schools .....		The Librarian .....	.60
Report of Libraries Committee N. E. A. University of Chicago Press .....			
Graded Catalogue of the Buffalo Public Library .....		The Librarian .....	
Graded Catalogue of the Evanston, Ills. Public Library. The Librarian .....			

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